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3. Initial Eng. *h*=Ger. *h* : hard=*hart*. Eng. *ght*=Ger. *cht* : light=*Licht*.

A list of equations starting with the German cognate and usable for school purposes may be found in the introduction to Dr. Oscar Weineck's *Third German Reader*, F. W. Christern, New York.<sup>2</sup>

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## THE STUDY OF THE VOCABULARY IN MODERN LANGUAGE TEACHING AS OUTLINED BY THE REFORMERS<sup>1</sup>

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To facilitate the learning of a modern foreign language the pupil should acquire by various means a permanent vocabulary. The more the pupil is compelled to hear, understand, talk, and reproduce in writing the foreign language, the greater is his opportunity for practice in the use of the language and the more surely he will absorb the foreign idiom. Apart from the vocabulary, which the pupils will gradually acquire in a somewhat haphazard way from the reading of foreign authors, the teacher should from the beginning aim at adding systematically to the stock of words learned by his class. It ought to be a cardinal principle in language teaching that new words be learned after and not before the pupil has met them, either in his reading or in conversation.

With beginners and young children it is well to discuss small groups of words which are connected either by their sense or form. After these words have been explained, they are to be learned by the class. These groups of words may be taken

<sup>2</sup> To illustrate the change of meaning in cognate words, a résumé of the following two books was given: Dr. Albert Waag, *Bedeutungsentwicklung unsres Wortschatzes*. Lehr in B., 1901; Michael Bréal, *Essai de sémantique* (Science des significations), Paris, Librairie Hachette et Cie., 1897.

<sup>1</sup> Bibliography: (1) Karl Breul, *The Teaching of Modern Foreign Languages and the Training of Teachers*, 3d ed., Cambridge: University Press, 1906; (2) M. Walter, *Englisch nach dem Frankfurter Reformplan*, Marburg, 1900.

from such subjects as the ordinary incidents of everyday school life, like getting up, going to the blackboard, opening books, etc., or the technical terms of questions and answers. The teacher will first form short sentences to show the use of these words, or with small children have recourse to pictures composed for the purpose; series of words dealing with home life, for example, father, mother, sister, brother, house, garden, room, furniture, and the like; words dealing with out-of-door life, tree, brush, oak, fir, etc., together with verbs, to plant, to grow, and others. It would be well if the teacher and class would make up dialogues or stories of these words and phrases. The stories should be told the children several times in the foreign language. Then the class should repeat them, write them from dictation, and learn them by heart. Irregular verbs should be avoided as much as possible at first. Additional subjects for this sort of treatment are: a walk in the country; a birthday party at home; a visit of our uncle from Paris or Berlin. Numerals, pronouns, forms of address, chief foreign weights and measures and money form natural groups to be worked into well-devised sentences. Foreign coins might be shown the class when these are studied.

After a passage has been read the new words may be taught the pupil by means of questions and answers, by repeating the text in a changed form, or by repetition in the form of a résumé. Any one of these ways has the advantage of aiding the learner's memory through association of ideas. The pupil should now be able to repeat the new words and use them in sentences.

When a new word is used in the classroom it should be repeated a number of times before it is written on the blackboard. Whenever this is possible, illustrate the word by a picture. The pupil should now use the new word in describing the picture and should form original sentences using the word. The picture may now be described in written form on the blackboard. In thus calling the attention of the pupil in the classroom to new words and expressions met with in conversation and oral work in general he will become trained to look out for

them himself when he goes into a foreign country. "Where did we meet that word?" "What new words and expressions have we learned?" By being asked these questions frequently the pupil will be helped to remember that which he reads and hears.

Explain the various meanings of a word if it has more than one meaning, and by illustration show how it can be used otherwise than in the text. Do not teach *to strike*, but *to strike a blow*, not *to shut*, but *to shut the door*. Combine verbs with the proper preposition, *to be at home*, *to come from home*.

Always connect the new with the old as much as possible. When the pupils are sufficiently advanced, let them cite expressions already learned which mean the same as the new one.

After a story has been learned it will be found profitable to let the pupils group the words under certain heads or topics, which will of course vary with the kind of reading-material. Examples of topics which might be used are: Dress; meals; seasons; the city; the village; the country; war; peace; etc. Another classification might be: Things produced by nature; things produced by art; their separate parts and number; material of which things consist; qualities of things; size, shape, color, activity.

With older pupils words may be grouped according to their similarity in the various languages known to them. This will not only increase their vocabulary, but also their interest in the language. Or, again, the study of ordinary words which are connected by their form is advisable. For example, to sit, to set; a sitting, a setting; to set before, to offset. The difficulty here is to know where to stop, but if the lesson is carefully prepared by the teacher words of little practical importance will be avoided. Word formation, Breul says, is as yet too much neglected in school teaching.

Pupils in the second and third year of German would not find it too hard to put into the form of an essay at home the material for which the vocabulary had been collected and prepared in class. Or, after a passage has been read and discussed in class, assign it as a review and let the class state their own observations on it, in written form in the foreign language. As

the classes become more advanced they should learn something of the shifting of sounds, and should study synonyms and etymology.

Etymological comparison, however, is recommended only for advanced students and skilful, well-informed teachers. Words like *Knabe*, knave; *haben*, have; *sterben*, starve; *über*, over; *geben*, give, might be chosen. Like the German word *essen*, OHG *ezzan*, English "to eat," Anglo-Saxon *etan*, common words may be traced through their various stages of development.

In closing it is important to note that Walter makes a strong plea for much oral work, *repetition*, and the free use of the blackboard, and greatly condemns translation.

By these various methods the student will gradually and systematically learn and make his own all the most important words of the foreign language and none but these. As his vocabulary increases his *Sprachgefühl* will grow and his interest in a language which is being made truly alive and practicable for him as a vehicle of expression will not diminish.

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## THE STUDY OF SYNONYMS AS AN AID IN THE ACQUISITION OF A VOCABULARY

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A short history of the publications on the subject of synonyms is given by Otto Lyon in his introduction to Eberhard's *Dictionary of Synonyms*, Leipzig: Th. Grieben. In substance he says: The real founder of German synonyms is Samuel Ernst Stosch, who was the first to give not only a mere table of words but also explanations and distinctions of meaning. He, however, modeled his work, *Investigations of the Right Use of German Words Similar in Meaning*, after Abbé Girard's synonyms which appeared in Paris in 1718. Stosch's careful but too extensive work is based upon an error, which caused many mistakes and contradictions. He assumes that synonyms